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ABSTRACT

An advanced speech course, structured around individual needs of students with some experience in interscholastic competition is outlined. Individual interests and skills development in interpretative speaking, original oratory, extemporaneous speaking, and legislative debate are pursued. Presented are: Performance Objectives; Course Content; Teaching Strategies; Learning Activities; Student Resources; and Teacher Resources. (Author/NF)

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AUTHORIZED COURSE OF INSTRUCTION FOR THE QUINMESTER PROGRAM

LANGUAGE ARTS

Advanced Competitive Forensics

5115.130
5116.131
5173.16
5196.03

CS 200 193

DADE COUNTY PUBLIC SCHOOLS

DIVISION OF INSTRUCTION • 1971

ADVANCED COMPETITIVE FORENSICS

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Speech

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Written by Harriett P. Miller
for the
DIVISION OF INSTRUCTION
Dade County Public Schools
Miami, Florida
1972

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COURSE NUMBER

5115.130
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COURSE TITLE: ADVANCED COMPETITIVE FORENSICS

COURSE DESCRIPTION: An advanced speech course structured around the individual needs of students with some experience in interscholastic competition. They will pursue individual interests and skills development in interpretative speaking, original oratory, extemporaneous speaking, and legislative debate.

I. PERFORMANCE OBJECTIVES

A. The student will illustrate his ability for in-depth research to be able to understand the conflicts inherent in divergent views and thereby be able to establish a premise through knowledge rather than the simple acceptance of one-sidedness.

B. The student will discover the importance of creativity in thought, organization, and phraseology through evaluation of famous speeches and critiques of their own efforts.

C. The student will work with his voice for better control, dramatic inflection, persuasiveness, flexibility, tonal qualities and with his body for better poise, stance, movement, gestures and expressiveness.

D. Students will expand their scope and capability to include speech types as yet untried or not mastered.

E. The student will participate in community forensic competition in order to make use of his skills.

II. COURSE CONTENT

A. Rationale

Individual events categories of forensic competition include many types and require intensive work. This course provides the same opportunity for individual advancement for these students as advanced debate courses do competitive varsity debaters.

B. Range of subject matter

1. Extemporaneous speaking

a. Discuss critically the area of structuring ideas.

b. Analyze methods of supporting ideas.

c. Analyze methods of attacking a topic.

d. Integrate personal references and experiences.

e. Relate to audience adaptation.

f. Compare and apply emotional appeals.

g. Discover the use of stylistic devices: alliteration, repetition, imagery, transitional words and phrases.

h. Analyze the worth and use of humor.

i. Recognize the importance of drawing sound inferences.

2. Dramatic oral interpretation (See quin courses "Oral Interpretation" and "Advanced Oral Interpretation".)

a. Understanding the play to understand the author's intent

b. Character study within the play

c. Oral interpretation without bodily expression or movement

d. Characterization using only bodily expression or movement without vocalization

e. Writing and editing the cutting for presentation

f. Practice to perfect presentation

3. Original oratory

a. Study and discussion of contest theme, i.e., V.F.W. "Voice of Democracy" and Elk's Club "The Constitution" oratorical contests

b. "How do I feel about it?" Evolve a philosophy or conclusion on the specific topic by researching other's thoughts and treatises on the subject.

c. Use stylistic devices to develop a premise: analogy, audience shock, a running thread, personal identification.

d. Speech composition skills: paragraph structure, developing an idea, transitional words and phrases, colorful language

e. Review of basic speech structure: introductions-body-conclusions

f. Memorization and perfection through practice

4. Legislative debate (not team debate)

a. Research and discussion of current problems for bills and resolutions

b. Writing the author speech for a bill/resolution

c. Analysis of bills and resolutions in order to take a stand

d. Practice in affirmative and negative stands in three-minute speeches

e. Practice in the parliamentary procedure needed for student congress sessions

f. Writing and presenting the amendment

g. Ways and manner of "picking the bill apart" (The goal here would be to make a telling point in the adoption or failure of a bill/resolution.)

III. TEACHING STRATEGIES

Distribute a list of the year's competitive activities. Open discussion as to their intrinsic worth, then in light of worthiness for themselves. Ascertain which area of individual competition elicited the most personal interest. Have each student begin there.

A. Original oratory

"In oratory the student writes, memorizes and delivers a persuasive speech arising from his personal feelings, convictions, or a source of irritation about something."[1]

1. The teacher should encourage the student to keep a notebook in which to jot down ideas for speeches, keep clippings from magazines and newspapers, make note of references (a sort of bibliography) for quotations from sources available in the event the material is too lengthy to copy. Such quotations can be used to dramatize or strengthen a premise, they can be notations on problems that need remedial action, or they can be famous sayings, anecdotes or jokes. The student will find such a file or notebook of tremendous value.

2. Have students read and critique famous speeches. This can be done in the light of a particular contest theme such as freedom. A speech may be critiqued for its universality, for its topicality, for innuendoes, for its timelessness, as examples.

3. Have students listen to speeches on records or tapes. Use the criteria listed in strategy A, #2 (above) for evaluative purposes.

4. The student can analyze recorded speeches for manner of presentation. Does the voice fit the message or occasion? Would the speech be more impressive if given by another speaker? Less? Which qualities are worthy of note? Which could be improved? Which are undesirable? This would help in self-analysis.

5. The student will write several original orations.

   a) He will write an oration geared to the rules of a specific contest.

   b) He will write an oration using an original idea for his thesis.

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[1] Robinson, Karl F., Charlotte Lee. Speech in Action. Glenview, Illinois: Scott, Foresman and Co., 1965. Page 237.

6. Have student memorize and perfect through practice.

B. Dramatic interpretation

In drama, one must "think of an interpreter as one who responds to his own material in much the same way as a member of a theater audience responds to a play in production."[1]

According to National Forensic League rules (revised 6-20-71), dramatic interpretation is a contest calling for use of a selection containing dialogue of two or more characters to be presented with the book in hand. The book in hand aspect is the revision. Most colleges prefer the interpretative over the dramatic; therefore, when a student enters a college-sponsored tournament in interpretation, it is important to ascertain the rules.

1. Have students read a wide variety of plays to gain a deeper understanding of the dramatic form.

2. From these plays the student should choose one cutting with which he feels he best relates. He should delete, combine and revise the dialogue as he works with the cutting to strengthen the characterizations. As he prepares the cutting he must keep in mind the time limitations of each specific tournament. Most National Forensic League tournaments specify 8-10 minutes, including the introduction.

3. Student should record his cutting to see if his characterizations are strong and true. He may record several versions for comparison and choose the best.

4. If video equipment is available, student should deliver his cutting as for an audience, then replay for analysis. Again, he may record several interpretations for comparison.

5. Have student read a wide variety of poetry to prepare a poetic repertoire. Poetic interpretation helps the student acquire sensitivity and control.

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[1] Buys, William E., et al. Contest Speaking Manual. Lincolnwood, Illinois: National Textbook Corp., 1963. Page 6.

C. Extemporaneous speaking

In tournament participation, time limitations vary. Usually extemp runs 4-6 minutes, but sometimes 3-5 minutes is specified. in all his organization he must keep this in mind.

1. Have students use tapes of speeches recorded by famous people and analyze them for pertinence of subject, organization of points or arguments, originality of attack, delivery, and overall effectiveness.

2. Have students select a published speech and deliver it with emphasis on convincing delivery and persuasiveness.

3. Have students keep a speaker's kit of quotations by eminent people on current events, clippings of data and statistics, clippings of editorials arranged with both pro and con opinions.

4. Have students collect an extemp file of current event topics and arrange in alphabetical order. These should include articles from the daily newspapers, weekly news magazines, monthly magazines, trade journals and special interest publications. It is imperative that the extempor keep up such a file. If there are several students involved in extemp, the file should belong to everyone involved, and everyone should share in its compilation.

5. Have the student practice as much as possible following National Forensic League rules:

   a) Student draws three topics from an envelope and chooses one on which to speak. Topics are on current events and are written in the form of a question so that the speaker must take a stand.

   b) Student has 30 minutes preparation time with his extemp file.

   c) Student gives his speech with time cards used and a critique sheet given.

D. Legislative debate (student congress)

1. Have student draw up a resolution on a current problem area in correct resolution form, research the topic, and be prepared to give a three-minute speech on behalf of the resolution.

2. Have student take a copy of another student's resolution, research it, and be prepared to speak negatively on it.

3. Have student, in view of his reading on the resolution's intent, prepare to speak on the affirmative side.

4. Using National Forensic League procedure, have students participate in a congress type debate on the resolution:

   a) Students will elect their presiding officer (P.O.).

   b) Students will adhere strictly to correct parliamentary procedure (Robert's Rules of Order, Rev., and Table of Motions as prescribed for student congresses).

   c) The author of the bill will begin the debate with a 3-minute author's speech. Then debate will alternate with a negative speaker, an affirmative speaker, etc., until debate ceases. A vote should be taken to see if the bill passes or fails. The quality of debate and controversial issues presented should be stressed rather than whether a resolution or bill passes.

5. The speech coach can follow the same procedure as outlined for resolutions in dealing with bills, being sure the format for a bill is used. Debate is the same.

6. Have students rotate as P.O. (If your students have not studied parliamentary procedure, most of the state-adopted texts listed herein contain chapters on parliamentary law which the students can use from which to study. It is presupposed, however, that in a class of advanced competitive forensics, students have had such training and experience.)

NOTE: Both students and coaches alike find much of value in legislative debate, especially in the carry-over to other specialized speech situations and to other academic classes. They learn to fit their words to the situation with confidence and persuasiveness and compactness. They do not write and memorize a speech as in oratory; they do not have 30 minutes to organize a speech using a file as in extemp; they do not have the help of a partner and an extensive debate file as in formal debate. They have the opportunity to speak when they have something to say or to remain silent. When they speak, it is purely impromptu.

IV. LEARNING ACTIVITIES

The general education aim of competitive forensics is "...to help you increase your personal effectiveness as a speaker, and to help you understand the circumstances in which speech can benefit you and the society of which you are a part."[1]

A. Extra-curricular activities

1. Florida Forensics Program This organization is sponsored by the college and universities in Florida. The State is divided into districts and each district has an eliminations tournament, the winner of each to compete in a statewide tournament. You may work toward competition in these areas:

   a. Girls and Boys Extemporaneous Speaking

   b. Oral Interpretation

   c. Original Oratory

   d. Debate (you are not involved in this category)

2. College-sponsored tournaments These vary from year to year. Within the past few years, Dade students have participated in the following:

   a. Miami/Dade Junior College North, all events.

   b. Broward Community College, all events.

   c. Colleges outside the South Florida area who periodically send invitations:

      1) Florida Technical University, Orlando

      2) University of Florida, Gainesville (Usually a workshop on debate and extemp, followed by a short tournament)

      3) Emory University, Atlanta (Barkley Debate Forum which includes extemp)

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[1] Buys, William E., et al. Op cit. Page 2.

NOTE: Your coach will receive many invitationals depending upon how well established the program in your school and your participation are.

3. National Forensic League This is the national speech honorary society. If a school is just starting or re-activating a chapter, it must operate under N.F.L. rules governing an affiliate school. If a school has chapter status, the rules are entirely different according to participation requirements.

   a. N.F.L. County forensics activities At the beginning of each year the coaches from secondary schools (some Catholic and private schools are included) work out an agenda for the coming year. Tournaments average about once every two weeks. Some are all-events, some just individual events, and some are restricted to debate. Schools must schedule activities according to the calendar.

      1) Student Congresses (legislative debate) Three practice congresses hosted by different schools are offered on Saturdays in the fall, followed by the State Congress at the Capitol Building in Tallahassee toward the end of October. Winners in the Senate (and House A by revision June, 1971, at Nationals) are eligible for national competition.

      2) Debate and individual events tournaments and all-events tournaments alternate during the year. Available facilities at individual schools and experience of sponsoring coaches enter in this scheduling. Competition runs between nine and fifteen schools. Events may be divided between novice and varsity divisions.

   b. N.F.L. statewide activities

      1) State Congress in Tallahassee (see above).

      2) Florida District Tournament Winners are eligible to compete at the national level. Location varies yearly.

   c. National N.F.L. Tournament Location varies yearly. Winners of NFL District tournaments and state tournaments (such as Florida Forensics) are eligible. Winners in all categories but congress may compete in an additional category besides their winning ones. Categories include:

1) Debate: Members of a debate team may compete in any other category but congress.

2) Girls and Boys Extemporaneous Speaking, Oratory and Dramatic Interpretation: Two individual events entries from one school may enter Debate as a team.

3) National Congress: In session every day

NOTE: For additional information regarding N.F.L., write: National Forensic League, Ripon, Wisconsin. For information regarding the Florida Forensics, write: Florida Forensics, Department of Speech, University of South Florida, Tampa.

B. Contests sponsored by organizations (There are oratorical contests. Schools can enter only if invited to do so, or if such an organization is active in the area.)

1. Optimist Oratorical Contest Boys fifteen and under are eligible. There is a new topic every year, but always the tone is optimism. A separate contest for girls which stops at first level was recently begun. Male winners go on to other levels until they are eliminated or go to national competition.

2. Exchange Club Oratorical Contest Boys and girls are eligible with no age limit. Competition succeeds to higher levels to nationals.

3. American Legion Oratorical Contest Boys and girls are eligible with no age limit. Contest is in two parts: first part original oratory on a particular theme, second part an extemp speech on the Constitution. Competitors go to national level.

4. Elks Club Oratorical Contest Boys and girls are eligible. Theme has to be on the Constitution.

5. V.F.W. Voice of Democracy This is an oratorical contest for boys and girls. Theme varies yearly. Competitors go to national level.

NOTE: Many of these contests have cash stipends for the first level winners donated by the local sponsoring group. These are worth looking into.

C. Intra-school activities (Schools vary widely in their approaches to student participation in the following activities. Investigate the possibilities of each at individual school.

1. Giving the morning public address system announcements

2. Giving the halftime announcements at football games

3. Getting involved in special auditorium programs

4. Trying out for master of ceremonies for variety shows, etc.

5. Being your school representative on student forums or school-happenings programs for a local radio station

D. Intra-classroom activities:

1. Become involved in practice student congress sessions, not only with your assignments regarding bill and resolution author speeches, but in spontaneous debate.

2. Choose an area of competition beside the one in which you excel. Try to broaden your scope of activities by competing in that area within the classroom. With proficiency, try in inter-scholastic competition.

3. Spend as much time as you can in the library accumulating a speaker's kit, whether for oratory or extemp. Read your weekly news magazines, particularly U.S. News and World Report from whose lead stories most current event speech topics come.

4. For extemp practice, prepare two speeches per week using tournament timing. Choose different topics every time. Heed the critiques and take notes on strengths and weaknesses, errors in judgment, organization, etc. If possible record your speeches so you can play them back. Keep your extemp file up to date and become completely familiar with its contents.

5. For practice in oratory, after memorization give it at home before a mirror. Give it at least twice a week before someone, whether a fellow student in a corner of the hall, or the entire class. Record it, play back and listen critically, make changes, rerecord.

6. Make use of video equipment if you have it to perfect gestures, stance, movement, delivery.

NOTE: Because of the subjective nature of this course, the speech coach must work individually with each student in each category. Thus much of the class time must be in independent activities or working in teams. Individual practice sessions with the coach after school are invaluable.

V. STUDENT RESOURCES

A. State-adopted textbooks

Buys, William, et al. Discussion and Debate. Lincolnwood, Illinois: National Textbook Corp., 1957.

Elson, E. Floyd, et al. The Art of Speaking, 2nd Ed. Boston, Ginn and Co., 1966.

Hibbs, Paul, et al. Speech for Today. New York: McGraw-Hill Book Co., 1965.

Lamers, William and Joseph M. Staudacher. The Speech Arts. Chicago: Lyons and Carnahan, 1966.

B. Supplementary textbook materials (Each of these texts has sections or chapters covering all the speech types. The indices are valuable in locating specific references.)

Allen, R. R., et al. Speech in American Society. Columbus: Charles E. Merrill Co., 1968.

Auer, J. Jeffery. Brigance's Speech Communication, 3rd Ed. New York: Appleton-Century-Crofts, 1967.

Brandes, Paul D., and William S. Smith. Building Better Speech. New York: Noble and Noble Publishers, Inc., 1964.

Buys, William E. Speaking by Doing. Chicago: National Textbook Corp., 1967. (Paperback)

Eisenson, Jon and Paul H. Boase. Basic Speech, 2nd Ed. New York: The Macmillan Co., 1967.

Fort, Lyman M. and Edward B. Markert. Speech for All. Boston: Allyn and Bacon, Inc., 1966.

Hedde, Wilhelmina G., et al. The New American Speech, Rev. Ed. New York: J. B. Lippincott Co., 1967.

Irwin, John V. and Marjorie Rosenberger. Modern Speech, Rev. Ed. New York: Holt, Rinehart and Winston, Inc., 1966.

Monroe, Alan H. and Douglas Ehninger. Principles and Types of Speech, 6th Ed. Glenview, Illinois: Scott, Foresman and Co., 1967.

Robinson, Karl and Charlotte Lee. Speech in Action. Glenview, Illinois: Scott, Foresman and Co., 1965.

Sarett, Alma, et al. Basic Principles of Speech, 4th Ed. Boston: Houghton Mifflin Co., 1966.

Zorn, John W. Public Speaking Without Tears. Cambridge: Educators Publishing Service, 1964. (Paperback)

C. Reference materials (Additional listings under Teachers, p. 16 and 17.)

Aly, Bower and Lucile Folse. American Short Speeches, A Sourcebook of Speech and Principles, 2nd Ed. Belmont: Wadsworth Publishing Co., Inc., 1969. (Paperback)

Braden, Waldo W. and Mary Louise Gehring. Speech Practices, A Resource Book for the Student of Public Speaking. New York: Harper and Brothers, 1958.

Bump, Malcolm A. The Debate Case: Modern Competitive Debate. New York: Debaters "600" Club, 1967. (Paperback)

Buys, William E., et al. Contest Speaking Manual, Lincolnwood, Illinois: National Textbook Corp., 1964.

NOTE: This is an excellent reference book for specifics in all areas of competitive speaking.

Information Please Almanac.

The World Almanac.

NOTE: The above almanacs are especially useful in legislative debate, and extemp. Serious congressmen should own one; there should be a copy in the extemp file.

Special Analysis. Washington, D. C.: American Enterprise Institute. Published yearly on current debate topic. Complete classroom sets free for the asking. Some of the analysis can be used in other areas.

D. Periodicals

NOTE: Use of the Readers Guide to Periodical Literature should be encouraged, as back issues often carry valuable articles on historical or background material for a specific topic.

Current

National Review (conservative viewpoint)

New Republic (liberal viewpoint)

Newsweek

Saturday Review

Speech Teacher

Time

U. N. Chronicle

U. S. News and World Report

Vital Speeches

E. Media resources

Tape recorder (with four-way jack and earphones, if possible)

Record player

Video tape recorder

VI. TEACHER RESOURCES

NOTE: It would be an impossible task to cross-reference every chapter in each book to each area of competitive forensics. A few titles convey the topic area of the books. Use the table of contents for general areas, the index for specific items.

A. Textbooks. Asterisk indicates college level text. (Refer to student list for additions.)

Baird, A. Craig. Argumentation, Discussion and Debate. New York: McGraw-Hill Book Co., Inc., 1950.

Buys, William E. and James M. Copeland. Speech Activities in the High School: A Non-Competitive Approach. Illinois: National Textbook Co., 1967.

*Cobin, Martin. Theory and Technique of Interpretation. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1959.

Dolman, John, Jr. The Art of Reading Aloud. New York: Harpers, 1956.

Grimes, Wilma and Aletha Mattingly. Interpretation, Writer, Reader, Audience. San Francisco: Wadsworth, 1961.

Kruger, Arthur N. Modern Debate: Its Logic and Strategy. New York: McGraw-Hill Co., Inc., 1960.

*Lee, Charlotte. Oral Interpretation. Boston: Houghton Mifflin Co., 1952.

Lynch, Gladys E. and Harold Crain. Projects in Oral Interpretation. New York: Henry Holt and Co., 1959.

Minnick, Wayne C. The Art of Persuasion, 2nd Ed. Boston: Houghton Mifflin Co., 1968.

Robinson, Karl F.,E. J. U Kerikus. Teaching Speech Methods and Materials. New York: David McKay Co., Inc., 1963.

*Smith, Joseph F. and James R. Linn. Skill in Reading Aloud. New York: Harper and Brothers, 1960.

*Woolbert, Charles H. and Saverina E. Nelson. The Art of Interpretative Speech, 4th Ed. New York: Appleton-Century-Crofts, Inc., 1956.

B. Professional books and periodicals

1. Professional books

Holm, T. N. How to Judge Speech Contests. Portland: Platform Co., 1938.

Robinson, Karl. Teaching Speech in the Secondary School. New York: Longmans, Green and Co., 1954.

Thonssen, Lester, et al. Speech Criticism, 2nd Ed. New York: The Ronald Press Co., 1970.

2. Periodicals (The following periodicals are cross-referenced in periodical guides in most libraries. Most of them are confined strictly to the speech discipline. Others contain articles from time to time on specific aspects of speech.)

The Quarterly Journal of Speech Communication

Bulletin of the National Association of Secondary School Principals. "Speech Communication in the Secondary School Issue." No. 350, December, 1970

Journal of the American Forensic Association

Platform News

The Southern Speech Journal

The Speech Teacher

Speech Monographs

The Toastmaster

3. Reference books for both teacher and student

Baird, A. Craig. American Public Addresses, 1740-1952. New York: McGraw-Hill Book Co., 1956.

Bartlett, John. Familiar Quotations. New York: Little, Brown Co., 1955. (Later edition, if possible.)

Bodkin, Benjamin. A Treasury of American Anecdotes. New York: Random House, 1957.

Brandt, Carl G. and Edward M. Shafter. Selected American Speeches on Basic Issues. Boston: Houghton Mifflin Co., 1960.

Flesch, R. (Editor) The Book of Unusual Quotations. New York: Harper and Brothers, 1957.

Friedman, E. L. (Editor) Toastmaster's Treasury. New York: Harper and Brothers, 1960.

George, Daniel (Editor) A Book of Anecdotes. New York: Citadel Press, 1958.

Holley, D. L. Extempore Speaking: A Handbook. New York: H. W. Wilson and Co., 1947.

Meiers, Mildred and Jack Knapp. Thesaurus of Humor. Boston: Crown Publishers, 1940.

Prochnow, H. V. The Toastmaster's Handbook. Englewood Cliffs, N. J.: Prentice-Hall, Inc., 1955.

Seldes, George. The Great Quotations. New York: Lyle Stewart, 1960.

Thonssen, Lester. Representative American Speeches. New York: H. W. Wilson and Co. (A bookshelf of annual editions.)

Untermeyer, Louis. A Treasurery of Laughter. New York: Simon and Schuster, 1946.

C. Filmstrips (Those listed which are available in Dade County are too elementary for this advanced course.)

D. Films (There are no films listed for the speech area which pertain to the course content.)

E. Audio tapes (No tapes available for the speech area. The speech coach may tape students on a varsity level to be used later. Sometimes N.F.L. national tournament finals are taped and may be purchased from the League.)

F. Video tapes (If the equipment is available at your school, the same type of taping can be done as with audio tapes and saved. This equipment is most effective in instant playback so students can view their faults in movement, posture, etc.)